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ABSTRACT

This manual for use by vocational administrators, local system staff development coordinators, and teacher educators describes the state staff development program for vocational personnel, including rationale, structure, and procedures for such programs. It is also designed to establish an organized channel of communication for disseminating information about new and existing programs to all affected personnel and to describe procedures and requirements for receiving staff development unit (SDU) credit. The first section describes the Georgia State Vocational Personnel Development Plan. Areas covered are organizational structure, delivery of services, typical programs, needs assessment, student goals, educational improvements, and program format and abstracts. Section 2 focuses on processes and procedures for acquiring SDU credit. It looks at required forms, local educational agency approval of participants, completion of preparation phase, implementation of educational improvements, on-the-job performance phase, qualifications of evaluations, request for certification credit, and the State Vocational In-service Conference. The SDU process is then summarized. Section 3 lists responsibilities for obtaining credits of the participant, instructor, evaluator(s), supervisor, and State Vocational Personnel Development Coordinator. Appendixes, amounting to over one-half of the manual, include the SDU credit approval process, summary list of Vocational Personnel Development Programs, and sample forms. (YLB)

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Staff Development Manual For Vocational Personnel

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U.S. DEPARTMENT OF EDUCATION

Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1981

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Philosophy

The philosophy of Georgia's Office of Vocational Education is that students enrolled in the state's vocational programs are to receive the highest quality of instruction and services possible. Based on this philosophy, Georgia's State Plan for Vocational Staff Development has as its primary aim the fulfillment of student goals by vocational education personnel. A continuous effort is made to insure that the State Staff Development Plan meets the following criteria.

- Training is based upon needs.
- Training equips new teachers entering the field directly from business and industry with essential education skills.
- Training provides an opportunity for all vocational personnel to meet certification requirements.
- Training offers the option of either staff development unit (SDU) credit and/or college credit.
- Training is evaluated for improvement and planning purposes.

By participating in planned activities which meet all of these criteria, vocational personnel are enabled to implement on a local basis specific educational improvements. These improvements, in turn, satisfy student needs which are specifically identified.

Ultimately, the key to a successful vocational personnel development program is the maintenance of a base of well-trained personnel. The plan for personnel development described in this manual is designed toward that end.

Purpose

This manual is designed to (1) assist educational personnel in the understanding of the state staff development program for vocational personnel; (2) describe the rationale, structure and procedures for these programs; (3) establish an organized channel of communication for disseminating information about new and existing programs to all affected personnel and (4) describe the procedures and requirements for receiving staff development unit (SDU) credit.

The manual is especially for use by vocational administrators, local system staff development coordinators and teacher educators. Since staff development credit is a relatively new concept, it is essential that all key personnel gain an understanding of the necessary procedures and requirements for obtaining the credit.

This manual also outlines procedures for approving staff development units for staff development programs under the state or agency staff development plan. These procedures have been revised in order to simplify the overall process and to insure compatibility with locally approved staff development plans.

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State Vocational Personnel Development Plan

Organizational Structure

The State Vocational Personnel Development Plan is developed and implemented annually by the Office of Vocational Education, Division of Program Development. Within the division, the Personnel Development Coordinator articulates all activities relating to vocational staff development. The coordinator works closely with the Division of Staff Development, Office of Planning and Development, in processing program activities for approved staff development unit (SDU) credit. Coordination also takes place with Teacher Certification Services to insure that planned programs are in concert with certification requirements.

Program supervisors in the Office of Vocational Education, Division of Instructional Services, provide technical assistance to participants, especially in the area of implementing educational improvements. Supervisors also collaborate with the Personnel Development Coordinator in monitoring and evaluating staff development activities.

Delivery of Services

Based on the results of a needs assessment, the Division of Program Development, Office of Vocational Education, determines the number and type of programs to be conducted on an annual basis. Titles and numbers are assigned to each training activity. A summary list is then developed which includes titles, identifying numbers, dates, type of participants and conducting institutions. This summary is distributed to local school systems in the spring of each year. A typical summary list has been included in this manual. (See Appendix B.)

Most personnel development programs are conducted under contract with approved vocational teacher education institutions. In some cases, a training organization, private corporation or public agency may be contracted to perform the service. Other workshops are conducted by a sponsoring organization on a no-cost basis. State staff also conduct some sessions.

The college sponsorship provides the participant with the option of attending a workshop for either college credit or staff development credit. However the same standards must be met by the participant regardless of the option chosen.

Personnel Trained

Vocational personnel development encompasses the following major categories of personnel.

- Administrators
- Teachers (all service areas)
- Student Services Personnel
- Others

Training for vocational personnel emphasizes management, instructional methodology and occupational content. Techniques in classroom management are directed toward teaching staff, while leadership personnel receive guidance in administration and supervision. In the instructional area, most vocational education programs implement a competency-based, self-paced approach, an effort requiring staff development in installing and managing an individualized system of instruction. Occupational content must be continually updated in order to keep pace with the rapid technological changes occuring in some occupations.

Typical Programs

Some of the typical personnel development programs offered within the framework of the state plan are as follows.

Open-entry — provides classroom survival skills to new teachers who are employed during the school year and who have little or no teaching experience.

New Teacher Institute (NTI) and Internship — provides a continuum of competencies ranging from entry level to implementation and reinforcement or enrichment. The six-weeks institute is conducted on-campus under the auspices of four major teacher training institutions during the summer. The internship is fulfilled by each teacher participant of the NTI during the ensuing year under the supervision of teacher educators.

Advanced New Teacher Institute (ANTI) — provides both reinforcement and/or enrichment activities as a cap-off to the New Teacher Institute.

Vocational Leadership Institute — provides leadership training for new vocational administrators. This program is coordinated by Georgia State University and draws from a resource of management experts from all over the nation.

NOCTI/Occupational Competency Testing — provides the NOCTI exam and testing services for new vocational teachers who are employed on or after January 1, 1981, and who must meet new certification requirements for a performance-based certificate. The testing service is funded through a personnel development grant and is conducted by the University of Georgia, serving as the NOCTI coordinating agency.

State Vocational In-service Conference — provides intensive training over a four-day period for all vocational personnel in each service area. The conference is conducted jointly with Georgia Vocational Association (GVA) in Atlanta. State in-service sessions are conducted through the day, while the professional organization reserves the evening hours for its activities. This conference is held in August and serves as the culminating activity for participants of the New Teacher Institute.

Occupational Update — provides updating of occupational skills to teachers in all areas through placement and cooperation with private industry sponsored training programs. This program is conducted by the University of Georgia through a personnel development grant.

Vocational Leadership Institute — provides in-service training to vocational administrators; provides resource speakers and training assistance for the Vocational Administrators Conference and the State In-service Conference. Planned future services will include the development of new and exemplary program models for leadership training. The Leadership Institute is coordinated by Georgia State University.

Vocational Administrators Conference — provides in-service training for all categories of vocational administrators on an annual basis. Assistance with program planning is provided through the Vocational Leadership Institute.

Plan for Staff Development Unit Credit

State Board Policy relating to teacher certification provides for two types of plans for staff development unit credit — a local plan and an agency plan. All programs conducted under the State Vocational Personnel Development Plan are approved under the agency staff development provisions. SDU credit received under the agency plan is designed to be compatible with and supplemental to local system plans.

A major section of this manual is devoted to the processes and procedures relating to the acquisition of SDU credit. It is particularly important that instructors, presenters and other personnel involved with the planning and conducting of programs become familiar with their responsibilities in this area, especially in relation to the state in-service conference.

Needs Assessment

By definition in this manual, personnel development is a planned program designed to prepare education personnel to implement specific local improvement activities directed toward locally determined student needs. For this reason, local school systems are responsible for assessing the educational needs of their students and their professional personnel.

Local systems are also responsible for assessing the results of the preservice and in-service training of their personnel to assure that this training is adequate for the implementation of the specific local improvement activities identified by the above definition. The state recognizes, however, that local systems cannot always design and implement programs for each person. For example, auto mechanics students in a local school may have need to learn new technologies in a new automobile model; but, if there is only one auto mechanics instructor in the school, it will be difficult for the local system to develop a program for this purpose. On the other hand, the state may design and implement a training program to train not just one instructor but all instructors in the state with the same need. For this reason, the state has developed and will continue to develop statewide staff development programs.

To determine and set priorities for personnel needs on a statewide basis, the Office of Vocational Education is now using a formal needs assessment model designed by an educational consulting agency. This model will incorporate data from several sources in addition to feedback from personnel surveys. These sources include the state's Management Information System, state evaluation summaries and scoring information from criterion-referenced tests which are a component of new certification requirements.

Student Goals

In keeping with the philosophy stated in this manual, the student is the ultimate beneficiary of vocational personnel training. Toward this end, the state personnel development plan includes broad goals consistent with local systems student vocational goals.

Each personnel development activity approved under the state personnel development plan addresses one or more of the following goals for students. Students shall develop

- an understanding and appreciation of a broad range of occupations for which special skills are required
- skills needed to succeed in a regular vocational program
- skills and attitude necessary to obtain immediate employment
- skills and attitude required to enter the labor market in an occupation of his or her choice
- the ability to work safely
- the ability to use resource materials
- the ability to work with persons different from oneself
- the ability to adjust and prepare for a changing technology
- an awareness of the opportunities and requirements related to occupations traditionally limited to members of the opposite sex
- skills in the use of information and counseling services related to the selection of a job
- skills needed for advancement in his or her occupation
- skills needed to change his or her occupation
- skills necessary for the operation and management of his or her home and the rearing of children
- skills needed to function effectively as a consumer.

Educational Improvements

The concept of the state vocational personnel development program encompasses two types of activities for which participants can receive SDU credit. These involve (a) attending and satisfactorily completing a workshop or training activity and (b) implementing educational improvements. To achieve the student goals, the personnel development plan includes educational improvements to help vocational students achieve the identified goals. All approved state personnel development activities are designed to help participants implement one or more of the following typical improvements.*

- Improving program management
- Improving the quality of instruction
- Articulating curriculum between secondary and postsecondary programs
- Improving the quality and quantity of curricu[illegible] materials
- Improving and/or expanding programs for special populations, women and other minorities, handicapped and disadvantaged persons and persons of limited English-speaking ability
- Updating instructional content
- Improving evaluation to assure that programs are meeting their objectives
- Improving services to students prior to admission, during enrollment and after completion
- Eliminating sex bias and sex stereotyping

*Not a complete list — others may be identified and added.

Program Format

Each training program is approved on an individual basis. These programs are defined by the use of program abstracts containing vital information such as (1) program title, (2) type of participants, (3) clock hours and SDU credit, (4) student goals, (5) educational improvements, (6) performance indicators and (7) evaluation methods.

Each approved program, which is based on a needs assessment, is divided into two phases — preparation and on-the-job performance. The abstract includes all information essential for an evaluation of educational improvements.

Most programs are conducted by teacher training institutions; however, some are conducted by the state staff, business and industry or by qualified personnel from local educational agencies (LEAs). An abstract of each program is submitted to local systems prior to the beginning of the program; a summary listing of programs is sent to LEAs annually.

Program Abstracts

The purpose of the abstract is to provide essential program information to local systems and all affected personnel. This information includes a two page document designed to eliminate duplication of work and consists of the first two pages of the program format. (See Appendix C.) Once a program has been developed and approved, the first two pages are duplicated for distribution to LEAs.

Each program is identified by a unique number and a unique title, both of which should be used in any communication referring to the program. The reason for using both is that Teacher Certification Services uses the program title as a source of identification, while the Office of Vocational Education uses the program number.

Additionally, the first page of the abstract contains the instructor's name, the institution conducting the program, the dates, the number of weeks and days used to calculate travel reimbursements and other expenses of the participant. Also, included on the first page is the name of the state staff person (monitor) responsible for the supervision of the program. College credit hours, SDU credit and the number of contact hours are also provided. A participant may receive either college credit or SDU credit but not both.

Also, the first page contains a brief description of the program, identified local student goals, expected educational improvements, estimated and actual number of participants (the actual number of participants is used in the total evaluation at the conclusion of the program and is not provided in the abstract) and type of participants (i.e., business education instructor, vocational supervisor, etc.). A footnote intended for the program planner concludes the first page.

The second page of the abstract consists of three items — competencies and/or products to be developed in the program, performance indicators verifying that the development took place and the method(s) to be used by the local evaluation team to verify that the competencies and/or products have been implemented in the local schools.

Procedures for Receiving SDU Credit

To receive SDU credit, participants must adhere to procedures which require a specific sequence of activities and approvals. (See Appendix A.) It should be noted that SDU credit is granted by the Office of Planning and Development, Division of Teacher Certification and Staff Development.

The general procedure for the participant is as follows.

- Receive prior approval from the LEA
- Successfully complete the approved staff development program and obtain DE Form 0224 from instructor specifying competencies to be demonstrated locally
- Obtain verification of educational improvement(s) implemented as a result of staff development
- Submit DE Form 0224 to Teacher Certification when appropriate increments of credit have been accumulated. Teacher Certification will only accept SDU credits in increments of five.

Required Forms

To receive SDU credit an applicant must complete two forms, both of which may be obtained from the vocational personnel development coordinator at the following address.

Vocational Personnel Development Coordinator
Georgia Department of Education
State Office Building
Atlanta, Georgia 30334

These forms are as follows.

- DE Form 0223 — **Individual Application for Personnel Development Program Approval** — This form is used to obtain prior approval from local administrator for the participant to attend the program. (See Appendix D.) After appropriate signatures are acquired, the form should be kept on file locally.
- DE Form 0224 — **Certification Renewal Individual Permanent Record** — This form is used to apply for SDU credit after the applicant has completed all required activities. (See Appendix E.)

LEA Approval of Participants

Each participant desiring to enroll in a program for SDU credit must obtain prior approval from his or her superintendent, director or designee. DE Form 0223 has been developed for this purpose and should be kept on file locally. If the LEA has an approved local staff development plan, it may be necessary for participants to comply with local procedures and requirements in addition to meeting state requirements. Note: LEA administrators should be aware that personnel who attend workshops and desire credit have an obligation to implement locally the educational improvements which are intended as outcomes of training. Administrators also should be aware that they have an obligation to assist with the implementation if necessary.

Completion of Preparation Phase

In order to complete successfully the preparation phase of a program, the individual participant must complete the following minimum requirements.

- Attend all scheduled activities (Instructor will verify participation by attendance record.)
- Demonstrate a predetermined level of competency based on the rating scale established for each program.
- Spend at least 90 percent of the contract hours in attendance, if the training activity involves contact hours with the instructor. No more than 10 percent of the total contact hours will be allowed as excused absences. The instructor has the prerogative to require participants to make up any time lost.

Implementation of Educational Improvements

Upon completion of the workshop or training activity, the participant is responsible for the implementation of the educational improvement(s) in the local school. These improvements would normally involve one or more of

those listed in the Educational Improvement section and are specified by the personnel development instructor on the DE Form 0224. Technical assistance in designing a plan for on-the-job implementation should be provided by the instructor during the preparation phase. Assistance may also be provided by appropriate staff from the Office of Instructional Services.

On-the-job Performance Phase

The verification of educational improvement(s) is accomplished by an evaluation team of local system personnel. This team consists of at least two evaluators, preferably an instructor and the participant's immediate supervisor. Other evaluators may include members of the training team; a local school system professional familiar with the training program; trained professionals from the LEA; staff of the Office of Vocational Education, Georgia Department of Education; staff development coordinators; curriculum directors; principals; content specialists; or professional peers. Following the preparation phase of the program, the team conducts an on-the-job assessment of each participant.

Several methods may be identified and followed in assessing implementation of improvements. However, the most frequently used method to verify improvements is a visit to the participant's classroom/work area by the evaluation team. The information contained in the program abstract and delineated on Section II B of DE Form 0224 is necessary for the on-the-job assessment. The on-the-job performance phase includes the following activities.

- Organize evaluation team so that participant's immediate supervisor serves as team leader. (In some systems this may be the staff development coordinator.) The participant should initiate the team organization through appropriate channels as soon as the staff development preparation phase is completed.
- Review program abstract and DE Form 0224 to determine the following.

  Listing of competencies and/or products
  Performance indicators
  Evaluation methods
- Assign team responsibilities; i.e., team member A may review curriculum materials while team member B may observe instructional techniques.
- Conduct visit to participant's classroom/work area.
- Conduct team conference to determine evaluation outcomes. (Note: Each team member should agree that improvements have been implemented prior to team approval.)
- Inform participant of team's decision.
- Complete Section II B, DE Form 0224 (on-the-job performance phase section) if improvements are verified.

  Note: It is the responsibility of State Instructional Supervisors and Teacher Educators/Program Planners to assure that LEA administrators are knowledgeable of the above responsibilities relating to SDU credit.

Qualifications of Evaluators

Certified vocational administration personnel holding VE Series certificates must complete a minimum of 15 quarter hours of college credit, including training in evaluation of vocational education programs and activities. Therefore, any vocational educator holding a VE Series certificate is qualified as an evaluator.

Since vocational teacher educators must be qualified to teach evaluation of vocational programs and activities, they also qualify as evaluators. Any other members of the evaluation team from the state or the LEA must be properly trained by qualified team members prior to the verification visit.

Request for Certification Credit

Requests for staff development unit credit is accomplished by submitting a properly completed DE Form 0224 to Teacher Certification Services. It is important to note that Teacher Certification Services cannot process SDU credits in increments of less than five. Therefore, it may be necessary to submit forms on two or more personnel development programs in order for the participant to obtain increments of five or 10 SDU units. For example, a

vocational teacher may attend a summer workshop of 30 contact hours which may qualify for three SDU credits. This credit may be combined with two SDU credits obtained through the state in-service conference to equal a total of five SDU credits. However, if DE Form 0224 for SDU credit of six, seven, eight or nine units are submitted, the participant will be credited with a maximum of five SDU credits for certification purposes.

Prior to submitting a request for credit, the following items should be completed.

- Participant has obtained prior approval to participate in the program (conference, seminar, workshop, etc.).
- The instructor or person responsible for the program has verified that the participant has successfully completed the preparation phase of the program.
- Evaluators have verified that the participant has successfully completed the on-the-job performance phase of the program.
- The local system/institution superintendent, director or designee verifies that information reported on DE Form 0224 is correct and, thus, recommends that the participant receives SDU credit.

State Vocational In-service Conference

Each year a State In-service Conference is held for Vocational Education personnel. This conference is approved for two SDU credits. Each participant should be familiar with certain precautions in order to prevent confusion or delays. These precautions are listed below.

Certification Renewal Form — the participant should make sure that a DE 0224 Certification Renewal Form is obtained at the State In-service Conference and placed on file at the school.

Program Title — it is important that the exact program title is used on the Certification Renewal Form. If the form received is not preprinted, the correct title should be verified by the instructor.

Instructor Sign Off — the instructor's signature should be obtained by the participant before leaving the conference. The instructor is usually the teacher assigned to that particular group.

(Note: Correct titles and numbers may be obtained from the summary list for the current year of personnel development activities.)

Summary

The SDU process may be summarized as follows.

- The participant verifies that the workshop or other activity has been approved under the state staff development plan.
- Prior approval is obtained by the individual participant from the superintendent, director or designee at the local school system/institution. (DE Form 0223 must be used for this purpose and retained on file in local system.)
- Upon completion of the preparation phase (workshop), the participant is responsible for obtaining signature of instructor on DE Form 0224. This form should be returned to immediate supervisor for file.
- Participant implements educational improvement(s).
- Based on criteria and methods identified on the program abstract, the on-the-job assessment will be completed.
- Upon successful completion of the on-the-job performance phase, the chairperson will date Column 7 and sign in Column 8 of DE Form 0224.
- The signature of the superintendent, director or designee will be obtained in the provided space of DE Form 0224.
- If the local system has an approved plan for certification renewal, the established procedure for record processing may be followed. Otherwise, the original and at least one copy of DE Form 0224 should be filed in the participant's local school personnel record file until such time that certification renewal is required.

Responsibilities for Obtaining Staff Development Unit Credits

Each state vocational staff development program is approved for SDU credit on an individual basis. The program is divided into two phases — (1) preparation and (2) on-the-job performance. These phases were designed in such a way that active participation of education personnel is required for implementation and documentation of educational improvements of each program. The steps listed below should be followed by each person identified.

Participant

- Verify that the program has been approved for SDU credit.
- Obtain prior approval using DE Form 0223 from superintendent, director or designee to participate in SDU program and maintain in local file.
- Enroll in approved program.
- Complete satisfactorily preparation phase of program.
- Implement improvement(s) in local school.
- Undergo on-the-job evaluation of improvements.

Instructor

- Admit participants and conduct program according to plans.
- Evaluate all participants according to evaluation criteria of program plan.
- Provide each participant who successfully completes the program with a signed DE Form 0224 and provide instructions for completing Section II B locally.
- Maintain a roster of participants successfully completing the program.

Evaluator(s)

- Meet with participant and possibly his or her supervisor to discuss and establish assessment date and time.
- Conduct the on-the-job performance phase according to instructions in program abstract.
- Complete blocks 7 and 8 of DE Form 0224.
- Chairperson signs in identified place at bottom of DE Form 0224 when plan has been successfully implemented.
- Return DE Form 0224 to participant's supervisor or other designated person from the local school system.

Supervisor

- Assist participant in verifying that the program has been approved for SDU credit.
- Assist participants, if possible, in implementing improvements.
- Serve on evaluation team.
- Assist participants with the processing of documents.

State Vocational Personnel Development Coordinator

- Obtain approval of each state personnel development program from Staff Development Office, Georgia Department of Education.
- Distribute composite list of approved personnel development activities to system superintendents and personnel development coordinators.
- Distribute program abstracts to local systems.
- Advise and assist local system personnel with questions relating to the operation of the state personnel development plan.

The Vocational Personnel Development Coordinator may be contacted at the following address.

Vocational Personnel Development Coordinator
Georgia Department of Education
State Office Building
Atlanta, Georgia 30334
Telephone (404) 656-2547

Special Note

The responsibilities outlined are applicable to all approved personnel development programs, including the **State In-service Conference**. Participants and instructors of the conference should assure that all needed signatures required on DE Form 0224 are in place before leaving the conference.

Southern Association of Colleges and Schools Credit

All programs approved under the state staff development plan are routinely approved for credit under the Southern Association of Colleges and Schools (SACS) Commission on Secondary Schools. When a staff development program is approved through the state process, a copy of the program abstract is placed on file with the Committee on Standards and Policies, SACS Secondary Commission. Therefore, any approved state staff development program will satisfy the requirements of the staff development standard in lieu of college credit.

Appendix A

SDU Credit Approval Process

SDU Credit Approval Process

Steps	Activity (Participants)	Form Required	Signature(s) Required	Comments
1	Obtain prior approval from local system.	DE 0223	System superintendent or designee	Retain form in school files.
2	Attend approved workshop or training activity.	DE 0224 (Section II A)	Instructor	Retain DE Form 0224 for steps 3 and 4.
3	Implement educational improvement in local school.	None	None	Refer to abstract of training activity for competencies and performance indicators.
4	Conduct on-the-job assessment.	DE 0224 (Section II B)	On-the-job evaluators	Evaluation team chairperson is usually the teacher's immediate supervisor.
5	Submit certification renewal form for SDU credit.	DE 0224	Superintendent or designee and evaluation team chairperson	Submit DE Form 0224 to Teacher Certification Services when a minimum of five SDUs have been completed.

Appendix B

Summary List of Vocational Personnel Development Programs

Sample Summary List

Vocational Personnel Development Programs for FY 1982

Administration and Supervision

8200 Vocational Leadership Institute
Length: Varied according to program
Dates: Throughout year (TBA)
Conducting Institution: Georgia State University
Type of Participants: New and Experienced Vocational Administrators, Supervisors and Coordinators

8200-A New Vocational Administrators and Supervisors Institute
Length: Six weeks plus internship
Dates: June 29 - August 7, 1981
Conducting Institution: Georgia State University; Vocational Leadership Institute
Type of Participants: New Vocational Supervisors, Local Directors of Vocational Education and CESA Vocational Coordinators

8200-B Administering Vocational Education Programs
Length: Six days throughout year
Dates: September 24 and September 25, 1981; other dates TBA
Conducting Institution: Georgia State University; Vocational Leadership Institute
Type of Participants: Local System Directors and CESA Coordinators

Agriculture

8201 Beginning Vocational Agriculture Teachers Workshop
Length: Six weeks plus internship
Dates: June 15 - July 24, 1981
Conducting Institution: The University of Georgia
Type of Participants: First year Vocational Agriculture Teachers; First year and Advanced Vocational Agriculture Teachers in Internship

8202 Agribusiness Sales and Services Workshop
Length: Three weeks
Dates: June 15 - July 3, 1981
Conducting Institution: The University of Georgia
Type of Participants: First year Agribusiness Teachers

8203 Farm Management Update Workshop
Length: One week
Dates: July 6 - July 10, 1981
Conducting Institution: The University of Georgia
Type of Participants: Young Farmer and Area Adult Teachers

8204 Forestry Workshop
Length: One week
Dates: July 13 - July 17, 1981
Conducting Institution: The University of Georgia
Type of Participants: First year Forestry Teachers

8205 Advanced Forest Management Workshop
Length: One week
Dates: July 20 - July 24, 1981
Conducting Institution: The University of Georgia
Type of Participants: Advanced Forestry Teachers

8206 Ornamental Horticulture (Greenhouse Production and Management)
Length: One week
Dates: July 6 - July 10, 1981
Conducting Institution: The University of Georgia
Type of Participant: First year Horticulture Teachers

8207 Ornamental Horticulture (Landscaping)
Length: One week
Dates: July 20 - July 24, 1981
Conducting Institution: The University of Georgia
Type of Participants: Landscape Management Teachers

8208 Livestock Management
Length: Two days
Dates: July 15 and July 16, 1981
Conducting Institution: The University of Georgia
Type of Participants: Livestock Teachers

Business and Office Education

8209 Business Education Curriculum Workshop
Length: Three weeks
Dates: June 22 - July 10, 1981
Conducting Institution: The University of Georgia
Type of Participants: Secondary Business Education Teachers

8210 Data Processing Workshop
Length: Three weeks
Dates: June 17 - July 8, 1981; July 13 - July 31, 1981
Conducting Institution: Georgia Southwestern College
Type of Participants: Secondary and Postsecondary New Data Processing Instructors

8211 Advanced Data Processing Workshop
Length: One week
Dates: August 10 - August 14, 1981
Conducting Institution: The University of Georgia
Type of Participants: Secondary Data Processing Coordinators

8212 Introduction to Word Processing Workshop
Length: One week plus two days
Dates: West Georgia College: June 8 - July 12, 1981; additional days TBA. Georgia Southern College: July 20 - July 24, 1981; additional days TBA.
Conducting Institution: West Georgia College and Georgia Southern College
Type of Participants: Secondary and Postsecondary Business Education Instructors

General

8213 State In-service Conference
Length: Four days
Dates: August 4 - August 7, 1981
Conducting Institution: Georgia Department of Education Staff and Other(s)
Type of Participants: Vocational Education Personnel

8214 Occupational Update Program
Length: Varied
Dates: July 1, 1981 - June 30, 1982
Conducting Institution: The University of Georgia
Type of Participants: Experienced Vocational Teachers

8215 Equity Trainers Workshop
Length: One week
Dates: July 12 - July 16, 1981
Conducting Institution: Georgia Southern College
Type of Participants: Local Systems Equity Coordinators

Home Economics

8216 Parenting Education Workshop
Length: Two weeks
Dates: July 20 - July 31, 1981
Conducting Institution: The University of Georgia
Type of Participants: Consumer-Homemaking Teachers

8217 Beginning Home Economics Teachers Workshop
Length: One day
Dates: November and February; specific dates TBA
Conducting Institution: The University of Georgia
Type of Participants: Beginning Home Economics Teachers

Industrial Arts

8218 World of Manufacturing Workshop
Length: Three weeks
Dates: July 13 - July 31, 1981
Conducting Institution: The University of Georgia
Type of Participants: Secondary Industrial Arts Teachers

8219 Exploratory Industrial Arts Workshop
Length: Three weeks
Dates: Berry College: July 13 - July 31, 1981. Georgia Southern College: June 29 - July 17, 1981.
Conducting Institution: Berry College and Georgia Southern College
Type of Participants: Secondary Industrial Arts Teachers

8220 World of Construction Workshop
Length: Three weeks
Dates: June 29 - July 17, 1981
Conducting Institution: Savannah State College
Type of Participants: Secondary Industrial Arts Teachers

8221 Power Transportation Workshop
Length: Three weeks
Dates: June 15 - July 3, 1981
Conducting Institution: Georgia Southern College
Type of Participants: Secondary Industrial Arts Teachers

8222 Utilizing Computers in the Industrial Arts Curriculum
Length: Three weeks
Dates: July 27 - July 31, 1981; August 10 - August 21, 1981
Conducting Institution: Georgia Department of Education and DeKalb College
Type of Participants: Selected Industrial Arts Teachers

Marketing and Distributive Education

8223 New Marketing and Distributive Education Teachers Workshop
Length: One week
Dates: July 27 - July 31, 1981
Conducting Institution: The University of Georgia
Type of Participants: Beginning MDE Teachers

8224 Professional Selling Workshop
Length: One week
Dates: June 15 - June 19, 1981
Conducting Institution: The University of Georgia
Type of Participants: MDE Teachers

8225 Visual Merchandising Workshop
Length: One week
Dates: July 20 - July 24, 1981
Conducting Institution: The University of Georgia
Type of Participants: MDE Teachers

8226 Principles of Free Enterprise and Marketing Workshop
Length: One week
Dates: July 6 - July 10, 1981
Conducting Institution: Georgia State University
Type of Participants: MDE Teachers

8227 Current Trends in Marketing Products
Length: One week
Dates: June 22 - June 26, 1981
Conducting Institution: Georgia State University
Type of Participants: MDE Teachers

8228 Leadership Development in Marketing and Distributive Education
Length: One week
Dates: July 27 - July 31, 1981
Conducting Institution: Georgia State University
Type of Participants: Secondary MDE Teachers

New Vocational Teachers

8229 New Vocational Teachers Institute
Length: Six weeks plus internship
Dates: June 29 - August 7, 1981
Conducting Institution: The University of Georgia; Georgia State University; Georgia Southern College; Valdosta State College
Type of Participants: New V-certificated Teachers

8230 Advanced New Teacher Institute
Length: One week
Dates: June 8 - June 12, 1981
Conducting Institution: Georgia State University; The University of Georgia; Georgia Southern College
Type of Participants: New V-certificated Teachers Who Have Completed the New Teacher Institute and Internship

8231 Open-entry New Teacher Program
Length: 10 days throughout year
Dates: July 1, 1981 - June 30, 1982
Conducting Institution: The University of Georgia; Georgia State University; Georgia Southern College; Valdosta State College
Type of Participants: New Teachers Employed During the School Year

Postsecondary — Special Needs

8232 Improving the LESA (Limited English Speaking Ability) Program
Length: TBA
Dates: TBA
Conducting Institution: Georgia State University
Type of Participants: LESA Specialists

8233 Introduction to the CDC (Career Development Center) Operation
Length: One week
Dates: TBA
Conducting Institution: Georgia Southern College
Type of Participants: Postsecondary Extended Day Staff

8234 Developing Competencies of CDC Personnel
Length: One week
Dates: August 3 - August 7, 1981
Conducting Institution: Georgia Southern College
Type of Participants: New and Existing CDC Personnel

Secondary — Special Needs

8235 New Teacher Aide Workshop
Length: Two weeks
Dates: July 20 - July 31, 1981
Conducting Institution: Georgia State University; Georgia Southern College
Type of Participants: New CVAE and RVIP Teacher Aides

8236 New CVAE Coordinators Workshop
Length: Six weeks
Dates: June 22 - July 31, 1981
Conducting Institution: Georgia State University
Type of Participants: New and Replacement CVAE Coordinators

8237 Interlocking Teachers (CVAE) Workshop
Length: One week
Dates: August 10 - August 14, 1981
Conducting Institution: Georgia State University; Georgia Southern College
Type of Participants: CVAE Coordinators and Interlocking Teachers

8238 Advanced Teacher Aide Workshop
Length: Two weeks
Dates: July 20 - July 31, 1981
Conducting Institution: Georgia State University; Georgia Southern College
Type of Participants: Experienced CVAE and RVIP Teacher Aides

8239 New RVIP Teachers Workshop
Length: Six weeks
Dates: June 22 - July 31, 1981
Conducting Institution: Georgia Southern College
Type of Participants: New and Replacement RVIP Teachers

8240 Implementation of Disadvantaged Programs in Small Schools
Length: Four days
Dates: August 4 - August 7, 1981
Conducting Institution: Georgia Southern College
Type of Participants: LEA Recipients of Small Disadvantaged Grants

Student Services and PECE

8241 Management Techniques for Job Placement
Length: Three and one-half days
Dates: Fall: October 13 - October 16, 1981. Spring: May 3 - May 6, 1982
Conducting Institution: Georgia State University
Type of Participants: Postsecondary Job Placement Specialists

8244 Instructional Methods for Special Needs PECE Students
Length: One week
Dates: June 15 - June 19, 1981
Conducting Institution: Georgia Department of Education
Type of Participants: Selected PECE Coordinators

8245 Career Planning Curriculum Workshop
Length: Three days
Dates: June 17 - June 19, 1981
Conducting Institution: Georgia Department of Education
Type of Participants: Experienced PECE Coordinators

Trade and Industrial Education

8246 Updating and Modifying Instructional Planning Methods
Length: Two weeks
Dates: During the period of June 22 - August 7, 1981
Conducting Institution: The University of Georgia
Type of Participants: Selected Secondary and Postsecondary T and I Instructors (VICA)

8247 Innovations in Auto Body Repair
Length: One week
Dates: August 10 - August 14, 1981
Conducting Institution: The University of Georgia
Type of Participants: Secondary and Postsecondary Auto Body Instructors

8248 Converting DCT Curriculum to Competency-based Approach
Length: One week
Dates: June 29 - July 3, 1981; July 7 - July 10, 1981
Conducting Institution: The University of Georgia
Type of Participants: DCT Coordinators

8249 New DCT Coordinators Institute
Length: Six weeks
Dates: June 29 - August 7, 1981
Conducting Institution: The University of Georgia
Type of Participants: New DCT Coordinators

8250 Hair Styles and Trends Workshop
Length: One week
Dates: August 10 - August 14, 1981
Conducting Institution: The University of Georgia
Type of Participants: Secondary and Postsecondary Cosmetology Instructors

8251 Machine Tool Operation Workshop
Length: One week
Dates: August 10 - August 14, 1981
Conducting Institution: Valdosta State College
Type of Participants: Secondary Metals Cluster Teachers

8242 Developing Leadership in Student Services
Length: Three and one-half days
Dates: November 10 - November 13, 1981; April 27 - April 30, 1981
Conducting Institution: Georgia State University
Type of Participants: Postsecondary Student Personnel Specialists

8243 PECE Coordinators Institute
Length: Nine weeks plus internship
Dates: June 15 - August 15, 1981
Conducting Institution: The University of Georgia
Type of Participants: New and Replacement PECE Coordinators

8256 Plumbing Workshop
Length: One week
Dates: August 10 - August 14, 1981
Conducting Institution: Georgia Southern College
Type of Participants: Construction Cluster Teachers and Postsecondary Plumbing Instructors

8257 Basic Surveying Workshop
Length: One week
Dates: August 17 - August 21, 1981
Conducting Institution: Georgia Southern College
Type of Participants: Drafting Instructors

8258 Conditioned Air Licensing Exam Workshop
Length: Nine days
Dates: August 4 - August 14, 1981
Conducting Institution: Georgia Electrification Council
Type of Participants: Postsecondary Heating and Air Conditioning Instructors

8259 General Motors '81 Cars Workshop
Length: One week
Dates: June 22 - June 26, 1981; June 29 - July 3, 1981
Conducting Institution: General Motors Training Center
Type of Participants: Secondary and Postsecondary Transportation and Auto Mechanics Instructors

8260 Cummins Diesel Engine Workshop
Length: One week
Dates: June 22 - June 26, 1981; July 13 - July 17, 1981; July 27 - July 31, 1981; August 10 - August 14, 1981; August 24 - August 28, 1981; September 7 - September 11, 1981; September 21 - September 25, 1981; October 19 - October 23, 1981; November 2 - November 6, 1981; November 16 - November 20, 1981; December 14 - December 18, 1981
Conducting Institution: Cummins Diesel
Type of Participants: Secondary Transportation Cluster and Postsecondary Automotive Instructors (Only Two Instructors per Session)

8252 Machine Shop Projects Implementation
Length: Two days
Dates: February 17 - February 18, 1982
Conducting Institution: Valdosta State College
Type of Participants: Secondary Metals Cluster Teachers completing Activity No. 8251

8253 Solid State Television Workshop
Length: Two weeks
Dates: June 15 - June 26, 1981
Conducting Institution: Savannah State College
Type of Participants: Secondary and Postsecondary Radio and TV Repair Instructors

8254 Integrated Circuits Workshop
Length: Two weeks
Dates: August 10 - August 21, 1981
Conducting Institution: Savannah State College
Type of Participants: Electronics Technology Instructors

8255 Intermediate Microprocessors Workshop
Length: Two weeks
Dates: July 6 - July 17, 1981
Conducting Institution: Savannah State College
Type of Participants: Electronics Technology Instructors

8261 Diesel Passenger Car Workshop
Length: Two days
Dates: TBA
Conducting Institution: General Motors Training Center
Type of Participants: Secondary Transportation Cluster and Postsecondary Automotive Instructors

8262 Appliance Repair Workshop
Length: One week
Dates: August 10 - August 14, 1981
Conducting Institution: J.C. Penney Company
Type of Participants: Secondary Electro-mechanical and Postsecondary Appliance Repair Instructors

8263 Motorcycle Workshop
Length: One week
Dates: August 10 - August 14, 1981
Conducting Institution: American Honda Motor Company
Type of Participants: Secondary Transportation Cluster and Postsecondary Automotive Instructors

8264 Automotive Skills Update for '81 Hondas
Length: One week
Dates: July 27 - July 31, 1981
Conducting Institution: American Honda Motor Company
Type of Participants: Secondary Transportation Cluster and Postsecondary Automotive Instructors

8265 Chrysler K-Car Workshop
Length: One week
Dates: August 10 - August 14, 1981
Conducting Institution: Chrysler Motors Corporation
Type of Participants: Secondary Transportation Cluster and Postsecondary Automotive Instructors

Appendix C

DE Form 1102
Program Abstract Form

GEORGIA DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
ATLANTA, GEORGIA 30334

STATE VOCATIONAL PERSONNEL DEVELOPMENT PROGRAM

ON ITEMS MARKED BY AN ASTERISK "*" PLEASE PROVIDE THE REQUESTED INFORMATION.	PROGRAM NUMBER

PROGRAM TITLE

INSTRUCTOR'S NAME*

INSTITUTION CONDUCTING PROGRAM

BEGINNING DATE	ENDING DATE	Number of weeks _____ Number of days _____

NAME OF STATE MONITOR

CREDIT ☐ College: Number of hours_____ ☐ SDU Contact hours_____

DESCRIPTION

STUDENT GOALS BEING ADDRESSED

EDUCATIONAL IMPROVEMENT TO BE IMPLEMENTED

PARTICIPANTS Estimated_____ Actual_____

TYPE OF PARTICIPANTS

COMPETENCIES AND/OR PRODUCTS TO BE DEVELOPED

State major competencies that the participants will demonstrate on the job. Entries should be related to educational process such as new approaches to teaching basic skills, different approaches to classroom management, use of community resources for learning purposes, team teaching, diagnostic and prescriptive learning, individualizing instruction, etc., or products such as new instructional materials and lesson plans based on behavioral objectives.

DE Form 1102, January 1980

PERFORMANCE INDICATORS

List the performance indicators to verify whether competencies and/or products have been developed by the training program.

METHOD TO BE USED BY LOCAL EVALUATION TEAM

In a logical sequence describe the method a local evaluation team will use for determing if the competencies and/or products have been successfully implemented in the local training program.

SAMPLE

GEORGIA DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
ATLANTA, GEORGIA 30334

STATE VOCATIONAL PERSONNEL DEVELOPMENT PROGRAM

ON ITEMS MARKED BY AN ASTERISK "" PLEASE PROVIDE THE REQUESTED INFORMATION.*

PROGRAM NUMBER: 8047

PROGRAM TITLE: SOLID-STATE TELEVISION WORKSHOP

INSTRUCTOR'S NAME*:

INSTITUTION CONDUCTING PROGRAM: Savannah State

BEGINNING DATE: 8-13-82 | ENDING DATE: 8-17-82 | Number of weeks: 1 | Number of days: 5

NAME OF STATE MONITOR: John Lloyd

CREDIT: ☐ College: Number of hours_____ ☒ SDU 3 Contact hours 30

DESCRIPTION

The workshop will focus on circuit analysis and troubleshooting of recent solid-state color television receivers

STUDENT GOALS BEING ADDRESSED

(1) Increased understanding of all solid-state television receivers. (2) Improved circuit testing and alignment procedures. (3) Improved troubleshooting techniques.

EDUCATIONAL IMPROVEMENT TO BE IMPLEMENTED

(1) Update curriculum content (2) update laboratory practices and (3) Improved individualized teaching techniques.

PARTICIPANTS Estimated 20 Actual_____

TYPE OF PARTICIPANTS

Secondary and post secondary Radio and Television Repair Instructors

COMPETENCIES AND/OR PRODUCTS TO BE DEVELOPED

State major competencies that the participants will demonstrate on the job. Entries should be related to educational process such as new approaches to teaching basic skills, different approaches to classroom management, use of community resources for learning purposes, team teaching, diagnostic and prescriptic learning, individualizing instruction, etc., or products such as new instructional materials and lesson plans based on behavioral objectives.

(1) Increased understanding of solid-state television receivers

(2) Updated curriculum in color television

(3) Updated lab practices and procedures

PERFORMANCE INDICATORS

List the performance indicators to verify whether competencies and/or products have been developed by the training program.

(1) Updated curriculum materials

(2) Additional instructional time devoted to solid-state television repair

(3) Improved laboratory practices in solid-state electronics.

METHOD TO BE USED BY LOCAL EVALUATION TEAM

In a logical sequence describe the method a local evaluation team will use for determing if the competencies and/or products have been successfully implemented in the local training program.

(1) Examine curriculum materials for evidence of updating in solid-state.

(2) Monitor teaching techniques.

(3) Visit lab sessions for evidence of emphasis on solid-state color television.

Appendix D

DE Form 0223
Individual Application
for Personnel Development Program Approval

GEORGIA DEPARTMENT OF EDUCATION
OFFICE OF PLANNING AND DEVELOPMENT
STAFF DEVELOPMENT AND TEACHER EDUCATION
302 STATE OFFICE BUILDING
ATLANTA, GEORGIA 30334

INDIVIDUAL APPLICATION FOR PERSONNEL DEVELOPMENT PROGRAM APPROVAL

PROGRAM NUMBER

PLEASE COMPLETE ALL LINES

PERSONAL INFORMATION

NAME *(LAST, FIRST, MIDDLE)*

ADDRESS *(APARTMENT NO., STREET, P. O. BOX)* *(CITY)* *(STATE)* *(ZIP CODE)*

SOCIAL SECURITY NUMBER | SEX | RACE

EMPLOYMENT INFORMATION

SCHOOL | CERTIFICATE TYPE

SCHOOL SYSTEM | JOB TITLE

PROGRAM INFORMATION

TITLE

INSTRUCTOR'S NAME

STUDENT GOALS BEING ADDRESSED

EDUCATIONAL IMPROVEMENT TO BE IMPLEMENTED

INSTITUTION

BEGINNING DATE | ENDING DATE

CREDIT ☐ College: Number of hours _____ ☐ SDU Contact hours _____

SDU Credit will be applied to certification renewal: ☐ Yes ☐ No

College credit ☐ Yes ☐ No

APPROVAL

I hereby certify that I find the student goals and educational improvement of the above program to be consistent with those of our local school system and hereby approve this person for participation in the program.

_____ _____
SUPERINTENDENT, DIRECTOR OR DESIGNEE SYSTEM

_____
DATE OF APPROVAL

DE Form 0223, January 1980

SAMPLE

GEORGIA DEPARTMENT OF EDUCATION
OFFICE OF PLANNING AND DEVELOPMENT
STAFF DEVELOPMENT AND TEACHER EDUCATION
302 STATE OFFICE BUILDING
ATLANTA, GEORGIA 30334

INDIVIDUAL APPLICATION FOR PERSONNEL DEVELOPMENT PROGRAM APPROVAL

PLEASE COMPLETE ALL LINES

PROGRAM NUMBER: 8047

PERSONAL INFORMATION

NAME (LAST, FIRST, MIDDLE): Doolittle Dudley D.

ADDRESS (APARTMENT NO., STREET, P. O. BOX) (CITY) (STATE) (ZIP CODE): Route 3, Box 75-H, Piney Flats, Georgia 30125

SOCIAL SECURITY NUMBER: 555-44-3333

SEX: M

RACE: W

EMPLOYMENT INFORMATION

SCHOOL: Pine County Area Voc-Tech.

CERTIFICATE TYPE: VR-0

SCHOOL SYSTEM: Pine County

JOB TITLE: Instructor

PROGRAM INFORMATION

TITLE: Solid-State Television Workshop

INSTRUCTOR'S NAME: John Lloyd

STUDENT GOALS BEING ADDRESSED: (1) Increased understanding of all solid-state television receivers; (2) Improved circuit testing and alignment procedures; (3) Improved troubleshooting techniques

EDUCATIONAL IMPROVEMENT TO BE IMPLEMENTED: (1) Update curriculum content; (2) Update laboratory practices; (3) Improved individualized teaching techniques

INSTITUTION: Savannah State College

BEGINNING DATE: 8-13-82

ENDING DATE: 8-17-82

CREDIT ☐ College: Number of hours _____ ☒ SDU 3 Contact hours 30

SDU Credit will be applied to certification renewal: ☒ Yes ☐ No

College credit ☐ Yes ☒ No

APPROVAL

I hereby certify that I find the student goals and educational improvement of the above program to be consistent with those of our local school system and hereby approve this person for participation in the program.

Kermit Knowit
SUPERINTENDENT, DIRECTOR OR DESIGNEE

Pine County
SYSTEM

6-11-82
DATE OF APPROVAL

DE Form 0223, January 1980

Appendix E

DE Form 0224
Certification Renewal
Individual Permanent Record

(See back of form for instructions)

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
CERTIFICATION RENEWAL INDIVIDUAL PERMANENT RECORD
LOCAL STAFF DEVELOPMENT

Section I

NAME (Last, First, Middle, Maiden) (PRINT OR TYPE)	DATE OF BIRTH	ADDRESS (Apartment No., Street, P. O. Box) (City) (State) (Zip Code)	
SIGNATURE OF APPLICANT	SOCIAL SECURITY NUMBER	CERTIFICATE TYPE AND NUMBER	SCHOOL SYSTEM

Section II

A. PREPARATION PHASE						B. ON-THE-JOB PERFORMANCE PHASE		
(1) System/ Agency Approved to Provide Training	(2) Dates of Program	(3) Title of Staff Development Program	(4) State Major Purpose(s) of Staff Development Program	(5) Contact Hours	(6) Verification by Instructor	(7) State Major Competencies to be Demonstrated on the Job	(8) Date of on-the-job Observations and Data Collection	(9) Verification of Satisfactory Performance by on-the-job Evaluator(s)

Based on review of evidence that the individual has satisfactorily completed both preparation and on-the-job performance phases, the above-mentioned applicant is recommended for _____ (number) SDUs of credit for certification renewal.

35

SIGNATURE OF CHAIRPERSON OF CERTIFICATION RENEWAL COMMITTEE OR EXTERNAL EVALUATOR

DATE

Based on the recommendation of the chairperson of the local certification renewal committee or a qualified external evaluator, I certify that the information on this form is correct.

36

SIGNATURE OF SUPERINTENDENT OR DESIGNEE

DATE

DE Form 0224, May 1978

INSTRUCTIONS FOR COMPLETING
CERTIFICATION RENEWAL
INDIVIDUAL PERMANENT RECORD

Georgia teaching certificates may be renewed upon completion of in-service education in an approved agency or local system staff development program. Certification renewal credit is based upon staff development units. Staff development units (SDUs) are based both on contact hours of instruction and on verification that the intent of the instruction has been implemented on the job. Ten contact hours of instruction equal one SDU. The minimum for any one training activity must be ten contact hours. Educational personnel will be permitted to earn a maximum of ten SDUs annually. SDUs must be completed after the beginning of the validity period of the certificate to be renewed. Instructions for filling out the form are given below. All blanks must be completed. PLEASE NOTE: INDIVIDUALS SHOULD NOT ATTEMPT CERTIFICATION RENEWAL THROUGH LOCAL STAFF DEVELOPMENT IN THEIR EXPIRATION YEAR UNLESS ON-THE-JOB PERFORMANCE ASSESSMENT CAN BE COMPLETED PRIOR TO JULY 1 OF THE YEAR IN WHICH THEIR CERTIFICATES EXPIRE.

SECTION I: The full name of the applicant should be given as well as a complete address, certificate number and social security number. **Do not use the school or local system's address as the address of the applicant.**

SECTION II: This section includes the specific information needed for awarding certificate renewal credit. To insure accuracy and credibility, only an authorized or previously designated individual should enter information on the form.

A. **PREPARATION PHASE**
COLUMN 1—SYSTEM/AGENCY APPROVED TO PROVIDE TRAINING: Name the system/agency which is approved to conduct the training program.
COLUMN 2—DATES OF PROGRAM: Enter beginning and ending date. The beginning date will be the date on which staff development instruction is initiated. The ending date will be the date that the chairman of the local certification renewal committee or external evaluator verifies that preparation and on-the-job performance requirements have been satisfactorily met.
COLUMN 3—TITLE OF STAFF DEVELOPMENT PROGRAM: Please provide a brief descriptive title of the staff development program.
COLUMN 4—STATE MAJOR PURPOSE(S) OF STAFF DEVELOPMENT PROGRAM: State briefly the intended results of the staff development program in terms of knowledge, skills and attitudes to be acquired. Usually this statement can be written in one sentence.
COLUMN 5—CONTACT HOURS: Enter number of actual clock hours of instruction received or pursued by the individual to renew a professional certificate.
COLUMN 6—VERIFICATION BY INSTRUCTOR: The instructor or coordinator of the program should sign in this column, verifying that the applicant has satisfactorily completed the preparation phase.

B. **ON-THE-JOB PERFORMANCE PHASE**
COLUMN 7—STATE MAJOR COMPETENCIES TO BE DEMONSTRATED ON THE JOB: State competencies that the applicant will demonstrate on the job. Entries should be related to educational processes (new approaches to teaching basic skills, different approaches to classroom management, uses of community resources for learning purposes, team teaching, diagnostic and prescriptive learning, individualizing instruction, etc.) or to products such as new instructional materials, new or revised curriculum structure or specially developed materials, and lesson plans based on behavioral objectives.
COLUMN 8—DATE OF ON-THE-JOB OBSERVATIONS AND DATA COLLECTION: Enter date(s) that data is collected on the job by qualified person(s) regarding the performance of the applicant.
COLUMN 9—VERIFICATION OF SATISFACTORY PERFORMANCE BY ON-THE-JOB EVALUATOR(S): On-the-job evaluator(s) will sign in this column providing sufficient evidence is found that the applicant demonstrates competencies at an acceptable level as identified in the local system/agency approved staff development plan.

The signature of a chairperson of the certification renewal committee or an external evaluator serves as verification that the applicant has satisfactorily completed both preparation and on-the-job performance phases and is thus recommended to receive certification renewal credit. The signature of the superintendent or his/her designee serves as verification that all information on the form is correct.

Upon completion of a minimum of five SDUs, return the form to this address.

State of Georgia
Department of Education
Office of Planning and Development
Teacher Certification Services
209 State Office Building
Atlanta, Georgia 30334

(See back of form for instructions)

SAMPLE

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
CERTIFICATION RENEWAL INDIVIDUAL PERMANENT RECORD
LOCAL STAFF DEVELOPMENT

Section I

NAME (Last, First, Middle, Maiden) (PRINT OR TYPE)	DATE OF BIRTH	ADDRESS (Apartment No., Street, P. O. Box) (City) (State) (Zip Code)
Doolittle, Dudley D.	8-4-23	124 Swamp River Road Piney Flats, GA 30125

SIGNATURE OF APPLICANT	SOCIAL SECURITY NUMBER	CERTIFICATE TYPE AND NUMBER	SCHOOL SYSTEM
Dudley D. Doolittle	555-44-3333	VR-O	Pine County

Section II

A. PREPARATION PHASE						B. ON-THE-JOB PERFORMANCE PHASE		
(1) System/ Agency Approved to Provide Training	(2) Dates of Program	(3) Title of Staff Development Program	(4) State Major Purpose(s) of Staff Development Program	(5) Contact Hours	(6) Verification by Instructor	(7) State Major Competencies to be Demonstrated on the Job	(8) Date of on-the-job Observations and Data Collection	(9) Verification of Satisfactory Performance by on-the-job Evaluator(s)
	8-1-82 to 8-5-82	Solid-State Television Workshop	The workshop will focus on circuit analysis and troubleshooting of recent solid-state color television receivers.	30	DJK	1. Increased understanding of solid-state television receivers. 2. Updated curriculum in color television. 3. Updated lab practices and procedures.	9-1-82	MLK HG GB

Based on review of evidence that the individual has satisfactorily completed both preparation and on-the-job performance phases, the above-mentioned applicant is recommended for 3 (number) SDUs of credit for certification renewal.

39

Don Dunwoody — 9-1-82
SIGNATURE OF CHAIRPERSON OF CERTIFICATION RENEWAL COMMITTEE OR EXTERNAL EVALUATOR — DATE

Based on the recommendation of the chairperson of the local certification renewal committee or a qualified external evaluator, I certify that the information on this form is correct.

Kermit Knowit — 9-5-82
SIGNATURE OF SUPERINTENDENT OR DESIGNEE — DATE

40

DE Form 0234, May 1978

INSTRUCTIONS FOR COMPLETING
CERTIFICATION RENEWAL
INDIVIDUAL PERMANENT RECORD

Georgia teaching certificates may be renewed upon completion of in-service education in an approved agency or local system staff development program. Certification renewal credit is based upon staff development units. Staff development units (SDUs) are based both on contact hours of instruction and on verification that the intent of the instruction has been implemented on the job. Ten contact hours of instruction equal one SDU. The minimum for any one training activity must be ten (10) contact hours. Educational personnel will be permitted to earn a maximum of ten SDUs annually. SDUs must be completed after the beginning of the validity period of the certificate to be renewed. Instructions for filling out the form are given below. All blanks must be completed! PLEASE NOTE: INDIVIDUALS SHOULD NOT ATTEMPT CERTIFICATION RENEWAL THROUGH LOCAL STAFF DEVELOPMENT IN THEIR EXPIRATION YEAR UNLESS ON-THE-JOB PERFORMANCE ASSESSMENT CAN BE COMPLETED PRIOR TO JULY 1 OF THE YEAR IN WHICH THEIR CERTIFICATES EXPIRE.

SECTION I: The full name of the applicant should be given as well as a complete address, certificate number and social security number. **Do not use the school or local system's address as the address of the applicant!**

SECTION II: This section includes the specific information needed for awarding certificate renewal credit. To insure accuracy and credibility, only an authorized or previously designated individual should enter information on the form.

A. **PREPARATION PHASE**
COLUMN 1—SYSTEM/AGENCY APPROVED TO PROVIDE TRAINING: Name the system/agency which is approved to conduct the training program.
COLUMN 2—DATES OF PROGRAM: Enter beginning and ending date. The beginning date will be the date on which staff development instruction is initiated. The ending date will be the date that the chairman of the local certification renewal committee or external evaluator verifies that preparation and on-the-job performance requirements have been satisfactorily met.
COLUMN 3—TITLE OF STAFF DEVELOPMENT PROGRAM: Please provide a brief descriptive title of the staff development program.
COLUMN 4—STATE MAJOR PURPOSE(S) OF STAFF DEVELOPMENT PROGRAM: State briefly the intended results of the staff development program in terms of knowledge, skills and attitudes to be acquired. Usually this statement can be written in one sentence.
COLUMN 5—CONTACT HOURS: Enter number of actual clock hours of instruction received or pursued by the individual to renew a professional certificate.
COLUMN 6—VERIFICATION BY INSTRUCTOR: The instructor or coordinator of the program should sign in this column, verifying that the applicant has satisfactorily completed the preparation phase.

B. **ON-THE-JOB PERFORMANCE PHASE**
COLUMN 7—STATE MAJOR COMPETENCIES TO BE DEMONSTRATED ON THE JOB: State competencies that the applicant will demonstrate on the job. Entries should be related to educational processes (new approaches to teaching basic skills, different approaches to classroom management, uses of community resources for learning purposes, team teaching, diagnostic and prescriptive learning, individualizing instruction, etc.) or to products such as new instructional materials, new or revised curriculum structure or specially developed materials, and lesson plans based on behavioral objectives.
COLUMN 8—DATE OF ON-THE-JOB OBSERVATIONS AND DATA COLLECTION: Enter date(s) that data is collected on the job by qualified person(s) regarding the performance of the applicant.
COLUMN 9—VERIFICATION OF SATISFACTORY PERFORMANCE BY ON-THE-JOB EVALUATOR(S): On-the-job evaluator(s) will sign in this column providing they find sufficient evidence that the applicant is demonstrating on-the-job competencies at an acceptable level as identified in the local system/agency approved staff development plan.

The signature of a chairperson of the certification renewal committee or an external evaluator serves as verification that the applicant has satisfactorily completed both preparation and on-the-job performance phases and is thus recommended to receive certification renewal credit. The signature of the superintendent or his/her designee serves as verification that all information on the form is correct.

Upon completion of a minimum of five (5) SDUs, return the form to this address:

State of Georgia
Department of Education
Office of Planning and Development
Teacher Certification Services
209 State Office Building
Atlanta, Georgia 30334

Appendix F
Definition of Terms

Definition of Terms

Abstract — a document containing all essential information on each approved state staff development program.

Educational Improvement — end result of the staff development activity. This may include changes in the local school involving curriculum, methods, services, etc.

Evaluator(s) — the person(s) who will conduct the on-the-job assessment of each participant following the preparation phase of the program. This person(s) may be a member of the training team, a local school system professional familiar with the training program, other trained professional staff from the LEA, Office of Vocational Education of the Georgia Department of Education, staff development coordinator, curriculum director, principal, content specialist or a professional peer.

Instructor — the person in charge of conducting the program; usually a teacher educator.

LEA — local education agency. This definition includes county and city boards of education as well as area boards of education.

Participants — educational personnel enrolled in a program (workshop, training activity, conference, etc.).

Personnel Development Activity — a program component.

Personnel Development Program — a composite training activity. This may be conducted in the form of a course, workshop, seminar, etc. Program definition is contained in the program abstract.

SDU — staff development unit. Ten clock hours of instruction are required for a minimum of one SDU credit.

State Staff Development Coordinator — person designated at the Georgia Department of Education, Office of Planning and Development to coordinate all staff development (general and vocational education) including local staff development plans.

State Vocational Personnel Development Plan — an approved plan through which the Georgia Department of Education implements training of all vocational personnel.

Supervisor — the participant's immediate supervisor.

Student — the vocational student enrolled in the local school.

Vocational Personnel Development Coordinator — person designated at the Georgia Department of Education, Office of Vocational Education, to coordinate the state plan for vocational staff development.